**Gallego Elizabeth Final Lesson**

**Grade 8: Unit 4: Humans and The Environment: Needs and Tradeoff**

LE. Key Idea 7: Human decisions and activities have had a profound impact on the physical and living environment.

R.H6-8.10, RI 6-8.1, RI 6-8.2, RI 6-8.3, RI 6-8.7

Human/environment interactions—Learners understand that human caused changes have consequences for the immediate environment as well as for other places and future times.

NCSS Production, distribution, and consumption, Global connections: Learners become familiar with ways in which the world’s environmental, social, economic, cultural, and political systems are linked.

**Essential Questions: How does human consumption of resources affect the environment and our health?**

The text provides information about the fast-fashion industry and how it affects both the environment and the workers who make that type of clothing.

Materials:

* Clothing, garments
* World Map and tacks
* Article, *The High Cost of Fast Fashion* by Laura Anastasia from Junior Scholastic September 4, 2017
* Rubric

**Procedure:**

Opening Activity: Have students look at their clothing labels:

*Made in \_\_\_\_\_\_\_\_\_\_\_.*

Use a world map to pinpoint with a tack where their clothes have been made.

Ask students:

* How does clothing made from these places get to where you bought it from? *(Even if it was bought online).*
* What resources did it take to arrive to the place being sold and to your home? *(Trucks, gasoline, plane, fuel, boat, etc.,)*
* List resources used to transport goods.

**Why is clothing made in other countries and not in the United States?** Have students brainstorm reasons why manufacturers have moved overseas. List students’ responses.

Introduce topic of lesson: **What is the impact of producing cheap garments in Bangladesh/China, etc.,?**

Predict: Why did the author decide to title this article, *The High Cost of Fast Fashion*?

Words to define during reading:

* Fast fashion
* Impoverished workers
* Developing countries

Write the question: **What is the ¨high cost¨ of fast fashion?**

1. Read aloud sections *Changing Industry, Deadly Conditions, A Tragedy Sparks Awareness,* and *Slow Improvements*.
2. Have students underline detrimental consequences to garment workers in developing countries in their copy of the article as it is read aloud.
3. Discuss students’ findings using guiding questions:

* Are workers who make a lot of your clothes paid well?
* In what ways is being a garment worker difficult?
* What did clothing brands promise after the 2013 accident?
* How does fast fashion harm the environment?
* How can shoppers like you help?

Exit Ticket: **What is the high cost of fast fashion? Cite evidence from the article to support your response. How is this issue relevant to young people? As consumers, how can you make a difference?**

Or

Write a summary of the article

**Evaluation Rubric:**

|  |  |
| --- | --- |
| **Points** | **Description** |
| 4 | **Excellent Summary**  The main idea is clearly stated in the first sentence  All Key details are included.  Uses own wording-avoids copying phrases and sentences from the text  has detailed sentences that link to main idea in logical order  No spelling or grammar error  Correctly written works cited section |
| 3 | **Satisfactory Summary**  The main idea is stated in the first sentence  Most important details are included.  Uses mostly original language. Avoids copying phrases and sentences.  Detail sentences are logically linked.  Few mechanical errors.  Correctly written works cited section |
| 2 | **Below Average Summary**  The main idea is vague and hard to locate.  Some important details may be missing.  Copies some phrases and sentences.  Detail sentences lack logical organization.  Has mechanical errors.  Incorrectly written works cited section |
| 1 | **Ineffective Summary**  The main idea is unclear.  Details are sketchy.  Disorganized details, randomly presented.  Many copied phrases and sentences.  Many mechanical errors.  Incorrect, Incomplete or absent works cited section. |

Following lesson: What is the high cost of fashion to the **environment**?

After reading the section, *Environmental Effects,* have students look at the label of their article of clothing to make a list of the what their clothing is made of.

Students will research different types of textiles/fabrics *(synthetic, organic; linen, cotton, wool, rayon, polyester, etc)*.

Students will learn where rejected, used, and donated clothing end up *(developing countries that have no use of it and in landfills)*.

Students will research ways they can make a difference as a consumer in the garment industry that will be less detrimental to the environment and to garment workers in developing countries.